

Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Inclusion & ASN

Mapping to Education Scotland "Milestones" for learners with complex additional support needs (pre-Early level):

Continuum of Engagement	**Experiences**	Encounters	Learner is present during an activity or experience
		Notices	Learner appears to be aware of what is happening around them
		Shows interest	Learner demonstrates some interest in people events or objects
	Actively Engages	Responds	Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects
		Focuses attention	Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects.
		Participates actively	Learner begins to be proactive in their interactions with people, events and objects. He/She anticipates familiar sequence of events.
		Initiates	Learner initiates activities and interactions more regularly and responds to options and choices
	Applies and Extends	Demonstrates understanding	Learner demonstrates their understanding and skills in a specific learning setting
		Consolidates	Learner recalls previous learning and can use it in familiar situations
		Extends	Learner becomes more confident in their learning and can apply skills in a range of unfamiliar settings

- Sensory-based learning
- Flexible communication
- Predictable routines
- Emotional regulation through animal interaction (calming effect of stroking soft fleece)



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- Choice-making through real objects of reference (bottle, straw, fleece)
- Developing confidence in unfamiliar environments with controlled support
- Tolerating new textures, smells, and sounds in a safe way

Experiences at Ring Farm	**Foundation Milestones**	**Continuum of Engagement**	**Notes/Evidence/ Support**
Arrival • new environment • new people • Instructions to follow	**Communication** • Attention Skills • Preference and Choice • Interaction **Cognitive (Making connections)** **Self and Emotions** • Awareness • Regulation **Functional movement** • Gross motor skills • Fine motor skills • Coordination	**Experiences** (encounters, notices, shows interest) **Actively Engages** (responds, focuses attention, participates actively, initiates) **Applies and Extends** (demonstrates understanding, consolidates, extends) **Support**: *Visual* (symbols "see pens → hear bleats → watch feeding");	**Evidence**: • transitions using first-then • Feeling safe to enter the barn • Engaging with staff • Following instructions

Learning time in the barn
• Information mostly verbal or visual (images/posters)
• Key points:
  ○ This is a lamb
  ○ We look after the lamb
  ○ The lamb is safe
  ○ The shepherd/farmer helps
  ○ Farms help to make food
			Evidence:
			
			choice-making – decides whether to participate or not
			
			anticipates moving from barn to shed and back.



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○ Lambs are born in spring *AND / OR* **Sensory story / rhyme time** • Listen to story • Join in with rhyme/song Key vocabulary: Lamb; Shepherd; Ewe/Sheep; Tup (ram)		*Verbal* (brief scripts, expectant pause); *Gestural* (pointing).	
Quiet observation at the lambing pens • Hear the lambs bleat • Hear the sheep baa • See lambs run, jump • See ewe mothers expecting lambs (big, round, panting) • See colour markings on sheep/lambs – identification with mother • Sheep volume increases when being fed	**Communication** • Attention Skills • Preference and Choice • Interaction **Cognitive (Making connections)** **Self and Emotions** • Awareness • Regulation **Functional movement** • Gross motor skills • Fine motor skills Coordination	**Experiences** (encounters, notices, shows interest) **Actively Engages** (responds, focuses attention, participates actively, initiates) **Applies and Extends** (demonstrates understanding, consolidates, extends)	**Evidence**: • tracks ewe movement • looks toward lamb bleats short video clip or note of gaze shift, head turn to bleats, stilling body to listen (time-stamped). **Evidence**: choice-making tallies (object of reference board), photos of selections, notes on tolerance time. **Support**: *Visual* (choice board with real objects); *Physical* (hand-under-hand to position bottle); *Verbal* (single key words: “milk,” “stop”)



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Sensory exploration: • Touch fleece, • smell clean straw and hay, • touch/smell warm bottled milk, • see water trough, • touch/smell sheep pellets	**Communication** • Attention Skills • Preference and Choice • Interaction **Cognitive (Making connections)** **Self and Emotions** • Awareness • Regulation **Functional movement** • Gross motor skills • Fine motor skills • Coordination	**Experiences** (encounters, notices, shows interest) **Actively Engages** (responds, focuses attention, participates actively, initiates) **Applies and Extends** (demonstrates understanding, consolidates, extends)	• **touches fleece** (open hand, brief or sustained contact; note duration and tactile response such as withdrawing, smiling, repeated touch). • **moves head/body toward straw/hay** when offered; sniffs or brings material closer to face. • **grasps bottle of warm milk** (record grasp type—palmar pinch, whole hand; note support needed). • **smells warm milk** (leans forward, nostril flare, vocalisation, stilling). • **looks toward water trough** (visual tracking, gaze fixation, attempts to reach). • **touches or scoops sheep pellets** (pinching, raking grasp, sensory tolerance). • short **video clip or timestamped note** showing tactile exploration, sniffing behaviour, or visual scanning. • **photos** of child engaging with materials (hand on fleece, face near straw, reaching for water). • **notes on tolerance and engagement time** (e.g., “maintained touch for 6 seconds,” “returned to smell hay twice”). • **preference record** if choosing between sensory items (tally marks, object-of-reference board selections).



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			• **observation of regulation** (deep breaths, calming effect of stroking fleece, or signs of overstimulation such as turning away).
Holding a lamb / bottle feeding time • Feel the lamb fleece • Feel the beating heart • Hold the bottle independently • The lamb suckles the bottle • When the bottle is empty, remove it so the lamb doesn't get a build up of air **Participation in Hygiene procedures** • Hand gel • Towel on knees • Plastic Gloves • Hand washing	**Communication** • Attention Skills • Preference and Choice • Interaction **Cognitive (Making connections)** **Self and Emotions** • Awareness • Regulation **Functional movement** • Gross motor skills • Fine motor skills • Coordination	**Experiences** (encounters, notices, shows interest) **Actively Engages** (responds, focuses attention, participates actively, initiates) **Applies and Extends** (demonstrates understanding, consolidates, extends)	• tolerates farm sounds/smells/sights • **touches lamb fleece** (brief/sustained contact; note tactile response such as stroking, patting, withdrawing, repeating). • **places hand on lamb's chest**; stills body or looks at handler when feeling heartbeat. • **grasps bottle** (record grasp type—two-handed, one-handed, wrist stability, need for support). • **initiates bottle feeding** by moving bottle toward lamb's mouth. • **maintains position** while lamb suckles (evidence of sustained attention, regulation). • **adjusts bottle angle** or accepts verbal cue to "tip up," showing developing understanding. • **removes empty bottle** independently or with light prompt; note awareness of bottle being finished (e.g., looks inside, stops pushing toward lamb). • **video clip or timestamped note** of feeding sequence, hand position, gaze patterns. • **photo evidence** of child holding bottle, hand on fleece/heartbeat location.



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			• **choice-making** (e.g., selecting bottle vs fleece to explore first). • **self-emotion/regulation evidence** (smiling, vocalising, calming from rhythmic suckling; or regulating through deep pressure against lamb). • **functional movement** observations (lifting bottle, stabilising arms, coordinating hands, maintaining seated posture) Hygiene • **reaches for hand gel** or accepts it willingly; may rub hands together. • **places towel on knees** with or without prompt. • **puts on plastic gloves** (notes on dexterity: finger insertion, request for help). • **moves toward sink** for handwashing independently or following routine cues. • **washes hands** (turn-taking with tap, rubbing palms, accessing soap). • **photographs or notes** of sequence completion; tally marks for independence level. • **recognises start/end of hygiene routine** (e.g., waits for gel before feeding begins).



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Play time in Bissett's barn multipurpose space or sensory room **Possible activities:** • Pool • Table tennis • fussBall • Basketball • Scooters • Duplo • Toy cars • Board/card games • Books **Sensory room** • Lights • Soft toys • Items to make noise • Visual items • Touch items •			• **shows interest or selects an activity** (tally of choices; photo of child approaching preferred equipment). • **sustains attention** to chosen play (note duration, returns to activity, initiates again). • **interaction with adults/peers** (eye contact, offering objects, turn-taking in games like table tennis or pool). • **functional movement skills** (kicking/throwing basketball, pushing scooters, manipulating Duplo, steering toy cars). • **fine motor evidence** (building blocks, card handling, turning book pages). • **gross motor evidence** (scooter use, throwing, reaching, balancing). • **coordination** (tracking moving ball, timing swing of table-tennis bat). • **problem-solving** (working out how to score in fussball, building stable Duplo tower). • **self-regulation** (choosing quieter activity if overstimulated; deep pressure with soft toys). • **initiating play** (approaching equipment without prompt, requesting items through gesture/PECS/object reference). • **timestamped notes or short videos** of engagement, choices, or motor skills.



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			• Sensory Room specific: • **visual engagement** (tracking lights, turning head toward colour changes). • **auditory exploration** (shaking noise-making items; pausing to listen). • **tactile exploration** (stroking soft toys, squeezing textured items). • **preference evidence** (selecting specific sensory items repeatedly). • **body regulation** (calming, stilling, rhythmic rocking on soft seating). • **observed emotional state** (smiling, relaxed breathing, vocalising).